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Reported is the Franklin Training Natural Talent (TNT) project in a San Bernardino, California, junior high school with a disadvantaged Mexican American and Negro student body. Goals of TNT were to identify and select the top 25 percent of the seventh grade, organize a series of orientation meetings for the parents of the selected students, and provide educational and cultural field trips for these students. The document describes various features of TNT. (NH)

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A Minority of ONE

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The Story of the Franklin Junior High School
Training Natural Talent Project
1959 - 1963

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A MINORITY OF ONE

UD 000 503

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A MINORITY OF ONE

Every new opinion (idea)
at its starting,
is precisely in
A MINORITY OF ONE

Thomas Carlyle

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PREFACE

Across the land today there is a great desire to solve all the educational problems of minority students by a concentrated massive effort---- and to do it quickly.

Long before the present loud outcries were heard, many schools were making an effort to solve their problems. Franklin Junior High School was one of these schools.

This is the report of the educational changes in one junior high school composed almost completely of students from two minority ethnic groups. Franklin is a neighborhood school where the youngsters walk from single-family dwellings and from a permanent-type housing development. The district is not a slum and it is not rural. There are no major problems of school discipline or control. The morale of the faculty has been average for the entire school. In general, parents have been satisfied that their children received a "good" education.

Why then was a special project needed at Franklin? In 1958 a city-wide effort was made to up-grade the educational program for the "more capable learner" group in all secondary schools. Quite unexpectedly the Franklin staff found that extra funds and extra counseling time might be made available. Just how much money, how much counseling time, and how much freedom would be given would depend on the program planned.

The story of what happened at Franklin is the story of the Training Natural Talent Project.

ACKNOWLEDGMENTS

The acknowledgment page of most books is for the purpose of recognizing friends of the author or authors who helped in the preparation of the manuscript. Readers are saluted, typists are thanked, old professors are revered and those relatives who encouraged the author are acknowledged.

The acknowledgment page of this book will be different. We would first like to acknowledge the generous help of five people. To Dr. Elsie Gibbs who worked tirelessly to to secure financial support from Funds for the Advancement of Education established by the Ford Foundation and which in turn gave substance to our project; to Dr. John Loughary who breathed new life into our program in the fall of 1959; to Dr. Charles Hobart, our project navigator, who gave us the direction to take; to Dr. V. V. Kniseley who gave us such warm and lasting encouragement; and to Joseph W. Cook, Franklin testing counselor who spearheaded the background research that enabled us to develop the project, we wish to give special thanks.

But this project was first and last a program for the boys and girls of Franklin Junior High School during the years 1959-1963. It is to these youngsters - now reaching the first rung of adulthood - we wish to extend the major share of the recognition and to acknowledge them as the true purpose of this report on the Franklin Training Natural Talent Program. In these students was born the spirit of "the minority of one."

CHAPTER I

A POINT IN HISTORY

At this point in the history of America and of the world, America cannot afford to waste any of its human intellectual potential on such arbitrary and irrelevant grounds as race or social-class distinctions.

Kenneth B. Clark

This is a simple story.

It began with a minority of one.

For the educator searching for stabalizing statistics this story will be a disappointment. For the researcher seeking comparison tables, this story offers little. For the teacher and administrator seeking answers to "what can we do" this story contains ideas that may trigger other ideas that in turn may explode into exciting school opportunities for the minority of one.

A Point in History

> *"The schools in America are striving to make it possible for every person, without regard to race, color or economic background to achieve his own best self."*
>
> *Dr. A. J. Stoddard*
> *Fund for Advancement of Education*
> *January, 1959*

Surrounding a report-laden desk in the principal's office of Franklin Junior High School sat five serious-faced educators. It was a late Friday afternoon in January - not the customary time for a working conference - but then the problem confronting these administrators and consultants was not the customary problem demanding the usual attention.

For the past three years the principal had been concerned with the achievement scores of the pupils considered to be in the upper percentile of intelligence. Dedicated classroom teachers at Franklin knew that unusual motivational techniques were needed. The question was what kind could be developed to raise the achievement level. The Franklin principal and his staff were convinced that unknown talents, potentialities and abilities lay untouched and unrecognized in the student body.

> *"The district-wide test results have come in. Again they show that our students are from one to two years behind the rest of the junior highs.*
>
> *"You and I know that some of these youngsters are just as sharp as the others. There is no difference in the ability of the faculty. Where are we falling down? What are we going to do to bring our students up to standard?"*

Sensitive to the rapid growth and ethnic change in the school, the Director of Secondary Education encouraged the principal to work with a committee of local educators to study the Franklin problem. She started by naming the the reading consultant and supervisor of testing. From that late Friday afternoon meeting in January, 1959, the Franklin Training Natural Talent project was conceived, later to become known as Project TNT.

THE FRANKLIN JUNIOR HIGH SCHOOL NEIGHBORHOOD

To understand the format of TNT one needs to understand the background factors of the community of San Bernardino and Franklin Junior High School.

San Bernardino, located approximately sixty miles east of Los Angeles, lies in a fertile valley close to two major passes through the mountains. Since its founding by Morman settlers in 1851, it has always been considered a busy "working-man's" town. During its history, it has served as the outfitting and distributing point for the wagon trains of the early settlers going to and from the deserts to the east and south. The rich soil and the abundance of water made agriculture an important part of the town's economy. Later, the coming of the railroads brought new prosperity and new problems to the town. During the same period vast areas were planted in vineyards and orange groves. These too added to the importance and growth of San Bernardino.

But the coming of the railroads and the growth of agriculture also brought with them the need for an abundance of cheap, unskilled labor. The local Mexican population was soon augmented by many of their fellow countrymen from

across the border. A town within a town was created on the western edge of San Bernardino, just north of the railroad yards. Here, within walking distance of the railroad "shops", was a little section of Old Mexico, with the language and customs of the old country. The boundaries of the settlement were quite clear. The railroad yards were on the south. A main north-south highway, Mt. Vernon Avenue, was on the east. There were few houses north of 7th Street for this was the area of the walnut and orange groves and small turkey ranches. The western limits were set by the Lytle Creek Wash.

Economic and ethnic conditions in this area remained much the same until World War II. During the war years, many of the men in this Mexican section served in the Armed Forces. By so doing they had an opportunity to learn new skills as well as to see their community in a new light. When they returned, they were not satisfied to settle back into the old ways. Economic conditions had also changed while they were away. A large permanent Air Force base had been built just east of the city, offering many opportunities for both men and women of all races to use war-learned skills. A few miles west of San Bernardino the Kaiser Steel Mills offered jobs for the unskilled, semi-skilled and skilled.

> *"I was scared when they sent me to the army. Living on Kingman Street close to the Santa Fe, we didn't go down town much. Why should you? They didn't want you hanging around down there. We had plenty of room and excitement in our own territory.*

> *"But when we came back -- that was different. We'd seen a lot. We'd been around and we knew things'd have to change. The kids couldn't graduate from ninth grade and quit their education there. We needed more schooling -- and they did, too."*

The demand for labor during the war years brought other changes to San Bernardino. Many Negroes came to the valley with the Armed Forces. Others were attracted by the employment opportunities. A new housing development called Carverdale was constructed just north of the Mexican settlement. This was soon followed by a permanent-type low-rental government housing development still farther north. The majority of the Negroes coming into the area at this time moved into these two new facilities.

About the time World War II ended and the Anglo veterans from other sections of San Bernardino were returning to the city, an area north of Base Line and west of Mt. Vernon was opened to home construction developers. Here hundreds of new medium-priced homes were built and sold to the returning service men for small down payments. By 1950, certain families from the rapidly expanding Negro population started moving into this area in ever-increasing numbers and the Anglo veterans moved out.

It was at this time that a Citizens Committee from the neighborhood requested the San Bernardino Board of Education to re-allocate the junior high school to a section of the city where the student enrollment would more nearly represent an ethnic cross-section of the City's population. Approximately fifteen acres were acquired on Muscott and

Base Line Avenues. A physcial plant, cost estimated at $712,858.00, was erected and Franklin Junior High School was dedicated by the Native Sons of California.

Built in 1952, Franklin Junior High School began as the replacement school for one thathad been built in 1936 in the heart of the Mexican-American Community of San Bernardino. Almost the entire student body population of the old Alessandro Junior High School on 7th Street was of Mexican-American descent.

The total Franklin Junior High School enrollment in the 1952-53 school term was three hundred ninety-seven with approximately 10% Anglo-American pupils, 10% Negro, and 80% Mexican-American.

By 1959, on the Friday afternoon when the emergency educational conference was being held on the Franklin Campus, the school enrollment had reached six hundred seventy-six, with approximately 6.5% Anglo-American pupils, 36.9% Negro and 56.6% Mexican-American. The principal and the committee working with him knew that the excellent physical plant of the school, the staff of well-trained teachers and the traditional curriculum offerings were not enough.

FIGURE 1

Percentage of Ethnic Group Enrollment 1
Franklin Junior High School
1952 - 1963

Date	Anglo %	Negro %	Mexican American %	Total Pupil Enrollment
1952	10.0	10.0	80.0	397
1953	12.0	13.0	75.0	497

1954	12.0	18.0	70.0	528
1955	12.4	20.4	67.2	541
1956	9.0	29.0	62.0	588
1957	4.9	34.5	60.6	624
1958	5.7	38.0	56.3	606
1959	6.5	36.9	56.6	676
1960	5.0	42.0	53.0	729
1961	2.0	46.0	52.0	825
1962	1.3	51.1	47.6	868
1963	1.4	54.9	43.5	951

Franklin Junior High School, one of eleven junior high schools in the San Bernardino Unified School system, is located in the extreme western section of the city of San Bernardino. The City's highest concentration of Mexican-American and Negro families reside in the western section. Most of the families live in single-dwelling homes. A majority of the parents are employed in semi-skilled work at the Norton Air Force Base, The Santa Fe Railroad, and at Kaiser Steel Company. (See map of San Bernardino page .)

While no accurate area population figures on ethnic groups within the Franklin Junior High School District exist, it was noted in the Fall of 1963 that the student body was made up of thirteen Anglo-Americans, five hundred twenty-three Negroes and four hundred fifteen Mexican-Americans. (See Figure 1) At the time of this writing, Franklin Junior High School has the largest percentage of Mexican-American and Negro students of any secondary school in San Bernardino. Franklin also has the fewest number of Anglo-American secondary pupils.

1 Based on teacher estimates

IDENTIFICATION OF PUPILS, OBJECTIVES AND ENRICHMENT AREAS

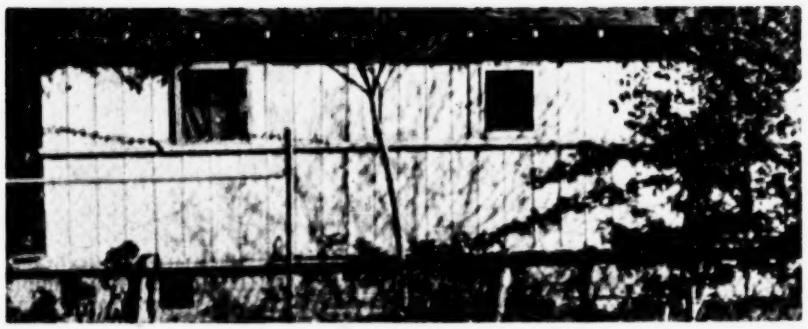
To reach the full potentials of these pupils, it was recognized in 1959 that specific language and physical barriers would need surmounting. With the Mexican-American youngsters, their bi-lingual culture and their shyness and inarticulation presented problems to the English and foreign language programs. With the Negro children, their overly aggressiveness, sensitivity to authority, and lackadaisal attitude toward school presented equally serious educational problems.

From the initial development of the Franklin TNT project in 1959 three major objectives were ultimately determined: (1) the identification and selection of the top 25% of the seventh grade; (2) the organization and scheduling of a series of orientation meetings for parents of the pupils chosen for the project; (3) the development of educational and cultural field trips beyond those normally provided by the traditional curriculum offerings.

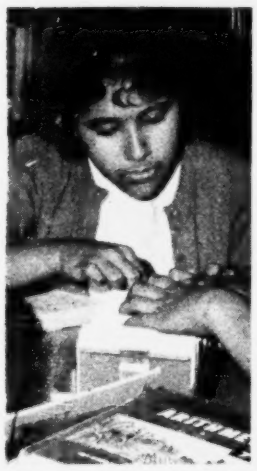
Using the results of the Lorge-Thorndike Level HA and Stanford Achievement Tests Advance JM, the teacher-test counselor appointed by the principal, identified twenty-one girls and twenty-four boys in the 7th grade, ranging in IQ scores from 130 to 90 with a median of 105. [1] This initial Group I included nineteen Mexican-Americans, twenty-two Negroes and four Anglo-Americans.

Upon the identification of the forty-five pupils, a series of teacher evaluations and observations were compiled on

[1] Appendix A - Franklin TNT Testing Program Page 61



THE FRANKLIN SCHOOL DISTRICT



THE FACES OF TNT

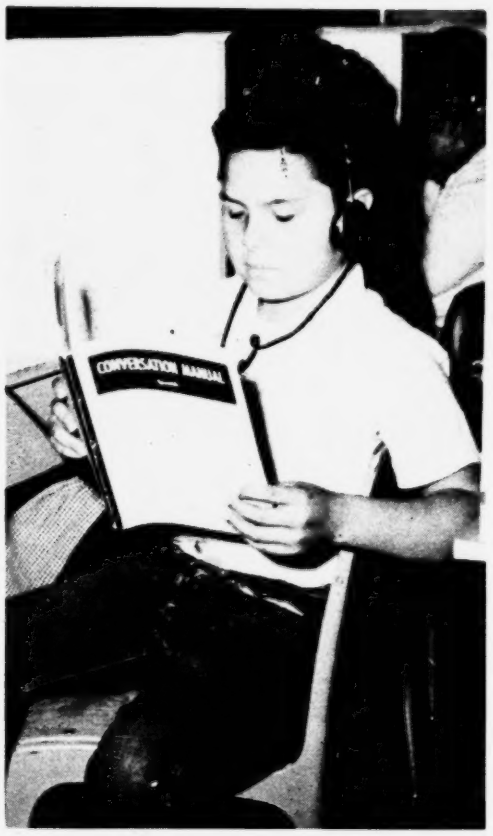
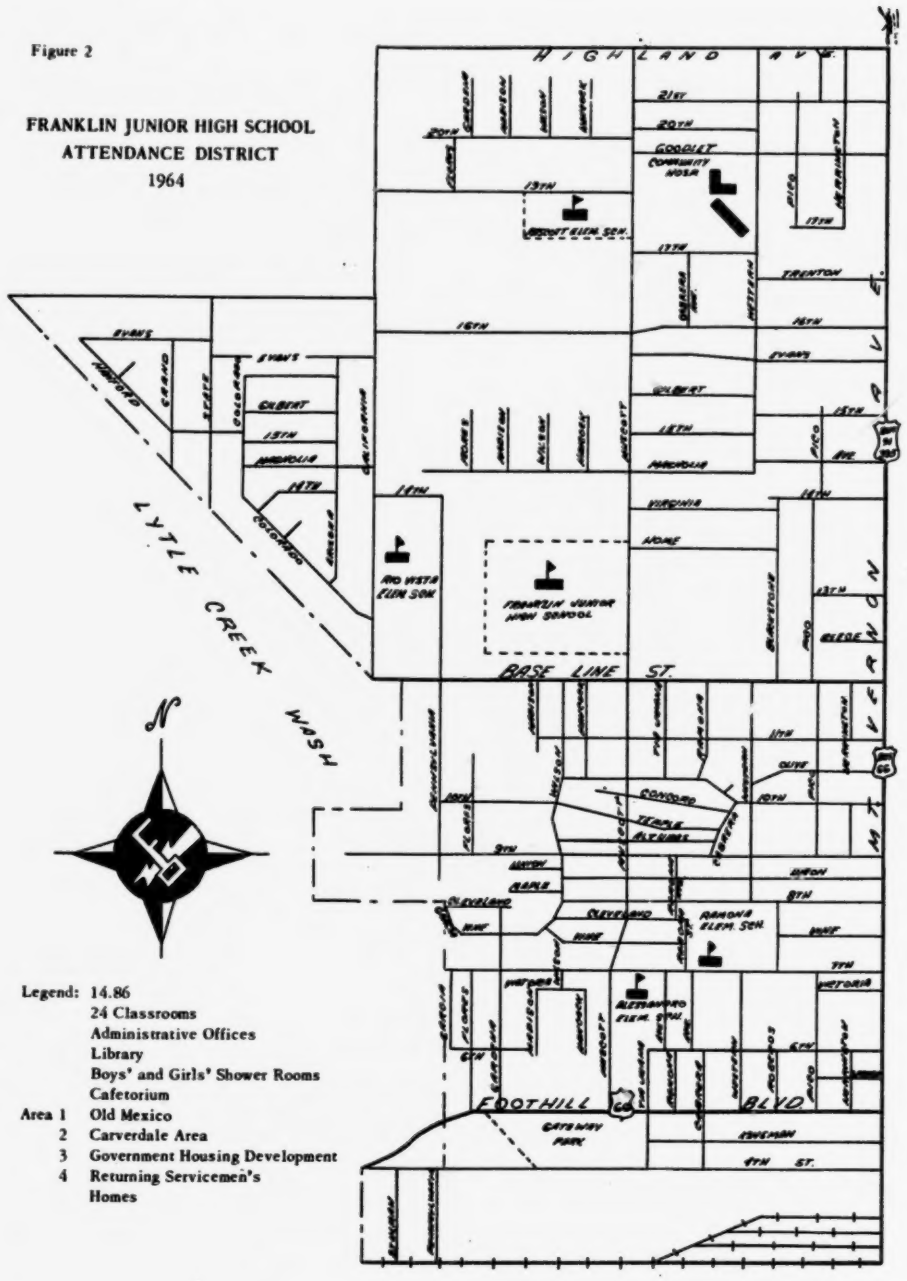


Figure 2

FRANKLIN JUNIOR HIGH SCHOOL
ATTENDANCE DISTRICT
1964



Legend: 14.86
24 Classrooms
Administrative Offices
Library
Boys' and Girls' Shower Rooms
Cafetorium

Area 1 Old Mexico
2 Carverdale Area
3 Government Housing Development
4 Returning Servicemen's Homes

each. Teacher opinions regarding talented students were gathered from the art, music, shop, and physical education departments, as well as from the teachers of the "basic" subjects of English, geography, history, science, and mathematics. Additional comments were collected from the Franklin deans and counselors. Later, health and attendance information became part of Group I's cumulative records.

Working with a team approach during the early part of May, the teachers from the fields of social living, mathematics and science made additional detailed evaluations of the roster of pupils previously selected as the TNT Group I. On the basis of this committee's recommendation, the list was trimmed from 45 to 32. Included in this list of 32 were 12 recommended students with special talents in art, music and potential leadership ability. These 32 selected students became the eighth grade group for the special enrichment program in the Fall of 1959.

FIGURE 3

BREAKDOWN OF INTELLIGENCE SCORES (GROUP I)

IQ Range	Boys	Girls	Total Students	% of Students in this IQ	1*
130-125	1	0	1	3%	
124-120	1	2	3	9	
119-115	1	3	4	13	
114-110	5	4	9	29	
109-105	3	3	6	19	
104-100	0	3	3	9	
99-95	0	3	3	9	
94-90	2	1	3	9	
	13	19	32	100%	

1 Lorge-Thorndike Level HA

* Two girls and one boy new to the district were given the Henmon-Nelson Tests of Mental Ability

BREAKDOWN ON SPECIAL TALENT [2]

Academic (IQ's 115+)	8 students
Achievement (above grade level)	7
Art	2
Music	8
Leadership	2
Grade Point	4

2 The special talent criteria was used on Group I only

Ethnic Breakdown[3]	No. of students	Class
Mexican-American	11	34.3%
Negroes	18	56.3
Anglo	3	9.4
	32	100%

3 Based on teacher estimates

As soon as the promotion lists from the six elementary schools in the Franklin Junior High School district arrived in the offices of the school deans, the TNT Committee applied the same measurement techniques. It was ultimately determined that thirty in-coming seventh grade boys and girls ranging in IQ from 135 to 85 would comprise Group II for Project TNT.

FIGURE 4
BREAKDOWN OF INTELLIGENCE SCORES (GROUP II)

IQ Range	Boys	Girls	Total Students	% of Students in this IQ Range [1*]
135-130	0	1	1	3.3
129-125	0	0	0	0.
124-120	1	1	2	6.7
119-115	4	2	6	20.0
114-110	3	3	6	20.0
109-105	4	2	6	20.0
104-100	1	6	7	23.4
99-95	1	0	1	3.3
94-90	0	1	1	3.3
	14	16	30	100 %

1 Lorge-Thorndike Level HA

* Henman-Nelson Tests of Mental Ability were given to two boys new to the district

Ethnic Breakdown [2]	No. of Students	Class
Mexican-American	15	50%
Negroes	12	40%
Anglo	3	10%
	30	100%

2 Based on teacher estimates

With the San Bernardino secondary schools being the recipient of a grant in 1959 from the Fund for Advancement of Education established by the Ford Foundation, the TNT Project could undoubtedly expect extra financial support for the many activities and special equipment needed to support for the many activities and special equipment needed to supplement and strengthen the school curriculum.

The TNT Committee decided that during the remainder of the 1958-59 school year, the traditional exploratory subjects in the junior high school curriculum for all pupils would be continued, while definite specialized offerings for curriculum enrichment would be developed for the experimental 7th and 8th grade pupils beginning in the Fall term of 1959.

CHAPTER II

FIND SOMEWHERE IN YOUR SCHOOL!

Chairman: "Do we have any further questions to ask the two gentlemen from San Bernardino?"

Man from the Audience: "Yes...I have a question to ask. Your description of the Franklin TNT program is all very nice. But let me describe my situation. I'm principal of one of the toughest junior highs in this area...our school population turns over two and three times during the year... our kids have some pretty terrible homes...just how do you propose we get started on a program such as yours?"

Principal from San Bernardino: "I thought someone would ask this question before the evening was over. I have a very simple answer to your question. An answer that guided us through the early years of our project...find somewhere in your school ONE student - who wants to learn - and ONE teacher willing to work in your program."

An answer to a question
asked at a meeting of
educators East Los Angeles

Find Somewhere in your School!

With the pupil groups identified, the TNT Committee was ready to implement the second objective of the project, that of organizing and scheduling a series of orientation meetings for the parents of pupils in the project. It was decided that several evening meetings would be held: (1) each meeting would be limited to four sets of parents, (2) short five to seven minute individual conferences would be scheduled for each set of parents, and (3) each evening meeting would last no longer than an hour and one-half. There were five such meetings held in the latter part of May and during June, 1959. Some parents included in the meetings were parents of the incoming seventh graders. Approximately 90% of the parents invited attended one of these meetings.

> *"It was hard to get the first meetings set up. Sending written invitations home didn't always work. Parents felt something was wrong. Why did the school want to talk to them about the good work of their youngsters? Often it took a home call and a personal invitation as well as a good deal of talking to get the parents to come up to school."*
>
> *Principal - Franklin Junior High School*

The format of the evening meetings was kept very simple. Since many of the parents had been wary of any visitation to school, protective or resenting barriers had to be removed. As soon as one set of parents arrived for the evening meeting they were greeted warmly and taken to one of the offices for a short conference with the principal, a dean, or counselor. During this conference the principal or

a member of the staff explained the school's desires to discover latent abilities in the children and to raise their self-image and educational aims, why these particular children had been chosen and what additional curriculum offerings would be initiated in the 1959-60 Fall term for Groups I and II.

> *"In those first family conferences many of the parents were skeptical. You couldn't blame them. We had ignored the good students too long and had spent too much of our time with those causing trouble or those who were in trouble.*
>
> *"You had the feeling they were waiting for you to try to sell them a set of encyclopedias -- or to tell them of some major difficulty involving their youngsters."*
>
> *- TNT Project Coordinator*

After the private conferences all parents met together in the home-like atmosphere of one of the homemaking rooms. Here there was a climate of relaxation. Light refreshments prepared by the wives of Franklin personnel were served and a general overview was given of the new project.

> *"During the first year's conferences with parents a short college recruitment film was shown to the group as a whole. In the following years, colored slides of Franklin students shown on university and college campuses proved more effective."*
>
> *TNT Testing Counselor*

At these late Spring and Early Summer meetings reactions from parents varied. Some parents were immediately pleased and enthusiastic. Others, more skeptical and cautious, stoically accepted the refreshments and politely

listened to the explanations. However, after these initial parent conferences, the Committee felt the first public relations groundwork had been securely launched.

The third objective of the TNT program concerned the development of educational and cultural field trips beyond those normally offered in the Franklin curriculum. By surveying the elementary schools where Groups I and II had attended, the Committee was able to ascertain which trips should be eliminated as being repetitious. A representative from each school subject department was selected to help the Staff Committee compile a selective field trip list designed for breadth and depth of enrichment. Included in the list were the San Bernardino Audubon Society Wild Life Refuge, the Pioneer Title Insurance Building which was under construction, and a production of "Gaslight", staged by the Redlands Footlighters, Redlands, California. During the Spring of 1959, as a warm-up for the big project push in the Fall, six field trips were taken by some members of Group I. (2)

Since the field trip program was to be experimental, private cars were to be used instead of school busses. With smaller groups under the supervision of the several field trip chaperones, a stronger person-to-person rapport could be developed. It was felt that a better understanding of each trip, its meanings and its educational and cultural benefits, would result.

> *"We knew this would work, for one counselor had on previous occasions taken a car load of students to his home for dinner. After dinner they*

(2) Appendix B - TNT Field Trips Page 65

had attended a dress rehearsal of some university or community play. Then later in the evening he had returned them to their homes."

- TNT Project Coordinator

In a later evaluation it was found that the small group transportation arrangement was highly effective because: (1) groups were easy to control and were well-behaved; (2) group discussions in the nature of "previews" or "evaluations" of the trip could profitably be held within the confines of the automobile going on and returning from the trip; (3) smaller groups offered each pupil a better and longer chance to study the exhibits, ask questions, exchange ideas, and obtain a better view of a demonstration.

At the close of the 1959 Spring semester, the following general conclusions were drawn from the spring project: (1) the systematic development of the program for the TNT groups was well worth the time spent; (2) the parent conferences were far more effective than any previous method of securing parent cooperation at Franklin; and (3) the small group method of taking field trips was so highly successful that it would be investigated further and refined during the next school year.

CHAPTER III

SALVAGING - NOT SHUNNING

"It seems apparent that this plan (Franklin TNT Program) for salvaging the oft-wasted human resources of minority group children has a high probability of success, since it provides a way of coping with the major obstacle to self-realization by minority group members. There is no question that this is a somewhat expensive program, which demands an unusually high investment of teacher interest and concern as well as unprecedented outlays of time and money. However, to evaluate it in terms of dollars and cents is to miss the larger significance of the program. It is designed to combat the most costly and the most inexcusable of all forms of waste: the waste of human potential."

Dr. Charles W. Hobart
Professor of Sociology

Facing the newly organized Central Ford Grant Budget Committee of the San Bernardino Secondary Schools was a new experience for the TNT Project Committee. With the

start of the project the Committee had confidence that extra funds might be available for its continuation. The challenge was at hand.

How much would be needed?
For what would the funds be used?
How would the accounting be handled?
What might be the estimated direct benefits to the school and to San Bernardino from allocation of special funds to Franklin?
How far and long would the project extend?

These were questions we could anticipate as we presented our long-range plans. Although there had been a personnel change in our original TNT Committee, new central office staff members who were to advise and work with the Franklin TNT project had given us new confidence. The Ford Grant budget committee, despite its probing questions and cold analysis, encouraged Franklin by allocating $1000.00 in November and $2300.00 in December to enable us to move forward. [3]

When school had opened in September the project committee and the teachers who had become involved in the initial start were still enthusiastic. But it was clear that no definitive directions had been charted. To talk in general terms of idealistic outcomes was an immature approach to a serious educational problem. Teachers felt the need for a master long-range plan.

Several teachers' meetings and staff conferences were held after school hours, evenings, and on Saturdays. One of the staff invited an associate professor of sociology at the

Appendix C. Cost of the Franklin TNT Project. Page 77

University of Redlands to his home for dinner. When in the course of the evening the Franklin program was discussed, the professor offered to serve as a voluntary advisor to the project committee and staff.

Plans began to take form and goals. A testing and counseling schedule for pupils, month by month, was structured. The TNT Project began to move forward once more with assurance. The Committee could present its long range project to the Budget Committee for scrutiny and approval. By November, our confidence renewed, the Budget Committee was faced and the TNT Project had financial backing. Needed equipment and supplies, extra educational field trips, and special cultural events could be realized.

THE PROJECT IS STRUCTURED

From data collected previous to the inauguration of TNT, the Committee learned that very few of the more academically capable youngsters from Negro and Mexican-American families in San Bernardino secured a college or university education. Moreover, very few of these pupils had developed an orientation toward or a desire to secure an advanced education. Research literature, as well as the observations by local school personnel, suggested the hypothesis that a systematic guidance program designed to meet the particular needs of the Franklin Junior High School pupils might result in a significantly greater number of them making educational plans appropriate to their scholastic aptitudes. It was also hypothesized that, ultimately, such a systematic guidance program might result in a significantly larger number of the more capable students in these groups completing

higher educational programs.

A fourth objective of the Franklin TNT Project – to identify social and personal characteristics which differentiate pupils of high ability, low socio-economic backgrounds who might socially, culturally and educationally profit from the TNT program from comparable pupils who might not profit – was added to the original three of student identification, orientation of parents, and the development of educational trips.

It was planned to extend further the TNT program services to include more:

1. Individual counseling for each 7th and 8th grade in the project.
2. Group guidance for all project pupils.
3. Small group meetings at the school involving local community professional personnel.
4. Field trips for enrichment and vocational guidance.
5. Small group-parent conferences at the school.
6. Home visits by counselors.
7. High school counselors assisting the junior high school counselors in developing student programs.

The TNT Committee further decided that Franklin Junior High School needed to offer additional experiences to assist pupils (1) in changing their self-concepts; (2) in changing their motivational patterns; (3) in enriching and developing their cultural patterns; and (4) in securing the cooperation and assistance of their parents.

By the beginning of December 1959, the expanded ob-

jectives of Franklin TNT were fairly clear. A master calendar had been developed to avoid conflicts in programming the many events that would be taking place during the remainder of the year, i.e., testing, parent conferences, counseling sessions, field trips, etc. These scheduled events had to be dovetailed with the general school calendar so that the TNT Program would be a part of the entire school, yet retain its own individuality.

One caution was kept always in mind by the Franklin TNT Project Team – under no circumstances were either the project pupils or those not in the project to be considered "different from other kids." If school regulations were broken or a pupil was truant, the school disciplinary measures were to be the same fair and consistent measures applied to all Franklin pupils.

ENRICHMENT BEGINS

While the testing, counseling, and interviewing sessions for the pupils were going on, other more exciting events were taking place. The youngsters had, of course, been aware that some changes were taking place in their classes and in their extra-curricular program – and that more were planned. These changes took on a new meaning, however, when the two regular subscription copies of the local newspaper arrived for the use in the social living classes. Check out of each paper for home use by the pupils to prepare special assignments was granted by the teacher.

"That morning when the newspapers were taken into class, the students really knew we were under way. The weeks since the opening of

> *school had been filled with lots of plans and talk but no concrete evidence had been brought to the pupils to show that things were really different in our classrooms. Those first two copies of The Sun made a lasting impression."*
>
> *Social Living Teacher*
> *Group I*

Their classrooms soon received other supplies and equipment to augment their limited home environment. There was an electric refrigerator for science; a new set of encyclopedias and magazines for the social living classroom, which could be checked out for home use; a portable typewriter with two recordings giving lessons in typing, a record player, a slide projector, a manometer gauge, and other audio-visual equipment to enrich and give the pupils additional experiences in their class work.

It was felt that enriching the school environment and the changing cultural tone of the school were closely related to changing the self-concept of Franklin pupils. Therefore, other activities were woven into the pattern of "class" and "home" work. Three major trips were designed for the Spring semester of 1960. These were to be educationally sound, to be of general interest, and to raise, enrich and strengthen the pupils' self-concept and cultural background.[4]

On the first Saturday in March, 1960, Groups I and II visited the Los Angeles County Museum and the University of Southern California. In April, both groups toured the California Institute of Technology and Huntington Library in

[4] Appendix B, TNT Field Trips Page 65

Pasadena, and the Los Angeles County Arboretum in Arcadia, California. The final trip in May covered interesting points in the Los Angeles Harbor Area, a tour through the aircraft carrier Kersarge, a ride on a ferry, and a visit to Marineland by the Sea.

> *"It had long been district policy that junior school students could not take educational trips out of the district at school expense. The TNT trips took on new meaning when students and their parents were permitted to be pilot study exceptions."*
>
> *Principal - Franklin Junior High School*

Discovery of fascinating, exciting worlds beyond their school and home neighborhoods took on new meanings for these boys and girls. Concepts of distances began to be more accurate. Since some had never been out of the City of San Bernardino, they had not understood what "west on the Freeway to Los Angeles" or "on the U.S.C. Campus" meant.

Trip decorum was a vital part of each pre-trip planning session. What to wear and how to wear it, how to pack a lunch in a clean paper bag, how to prepare a nutritional picnic lunch for small groups, how to behave as a guest in a private car or on a school bus, how to cross busy metropolitan streets were among the explanations and discussions for the briefing before each trip.[5]

> *"We learned another thing on those first few trips that is too often not mentioned. At first all expenses of each trip were borne by the TNT*

[5] Ibid., Page 65

BEACH TRIPS PROVIDE SPECIMEN FOR SCIENCE CLASSES

STUDENTS ABOARD AIRCRAFT CARRIER KEARSARGE

> *project funds. Soon it became apparent that the students expected the school to carry the full load. When they were first told they would have to provide their own tickets, there was some resentment. It seemed that the lack of the necessary finances would keep some students from taking the trips. But it wasn't long before the groups planned cooperative money-raising projects to see that all students would continue to go. This mutual concern and mutual interest has been most important."*
>
> *TNT Project Coordinator*

Other short but important trips included attendance at plays and concerts given by local high schools, local commercial theatres and nearby colleges. A tour of the campus of the University of Redlands was arranged by university students who had become interested in the Franklin TNT through the advisory work of the professor of sociology.

PARENTS PARTICIPATE

Parents were not neglected during th. winter and spring of 1960. Conferences were held – some for parents who had been unable to begin their orientation with the first sessions, some for those who had been reluctant at first to meet with the Franklin staff, and some who were eager to learn more and who wanted to assist the Franklin TNT program toward success.

In March, 1960, the 30 seventh grade boys and girls of Group II planned and held a family "pot-luck" supper for their parents, brother and sisters and close relatives. The Franklin Junior High Cafetorium was decorated with student art work and offered a secure, confident atmosphere for the

first large group gathering of parents and pupils involved in TNT. Special invitations had been written by the pupils to the TNT Special Committee.

A pictorial history of the first year's experiences presented through colored slides was narrated by project students. Good food, a compatible atmosphere, pride in accomplishment and the trust in the purpose made this first large-scale public relations event a heart-warming experience. At this pot-luck supper, tacos and chili beans, combined with potato salad and fried chicken, was a step toward dispelling prejudices, fears, dislikes and mistrust toward the school and toward each other.

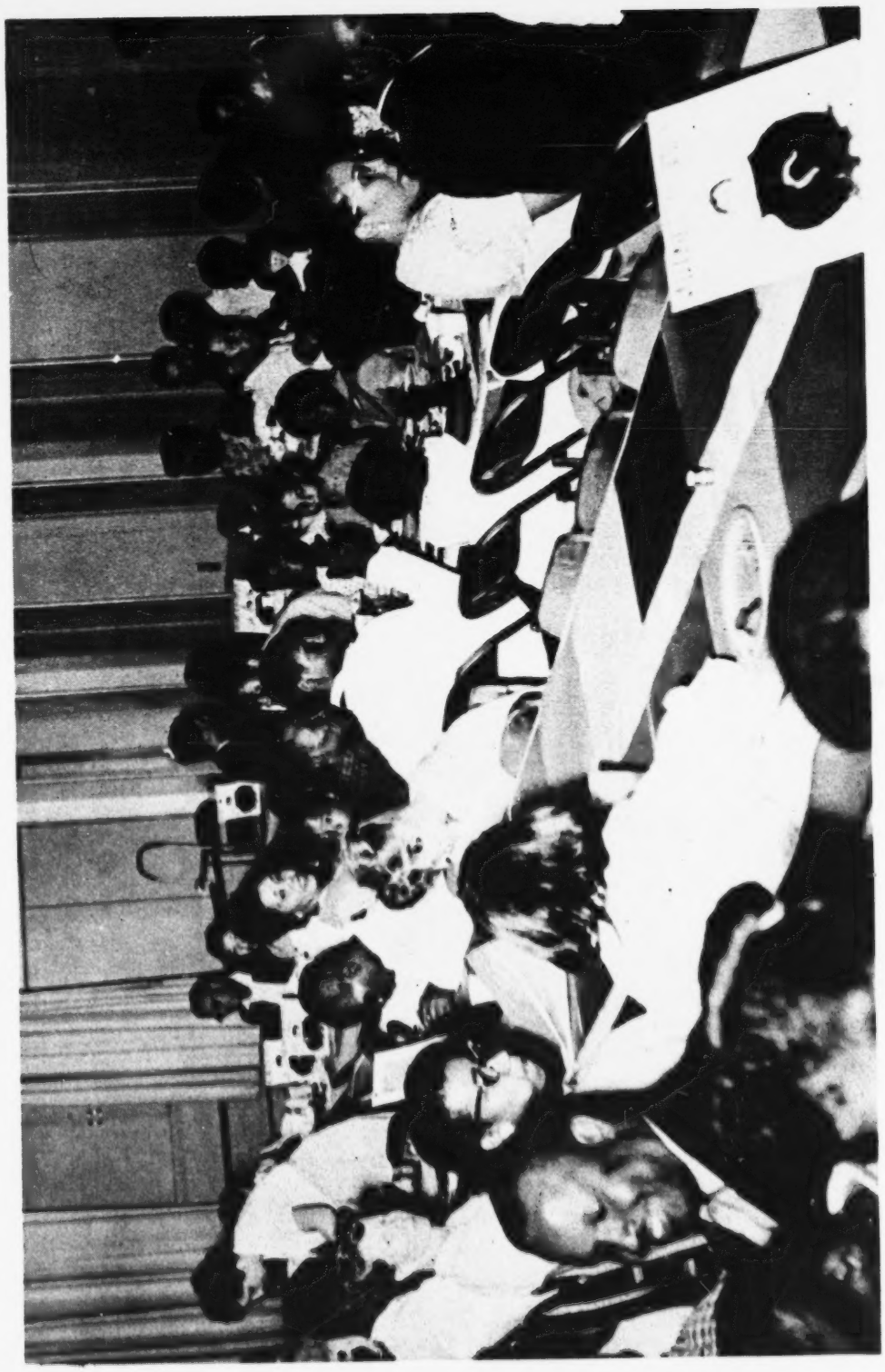
The success of the 7th grade pot-luck encouraged Group I to plan a similar event for their families. On an April evening 209 eighth grade pupils, parents, teachers and advisors enjoyed a similar supper and resume of the year's progress.

Now the time had come to determine the selection of Group III, the incoming seventh graders for the 1960-61 school year.

FIGURE 5
BREAKDOWN OF INTELLIGENCE SCORES - GROUP III
Lorge-Thorndike Test Level HA

IQ Range	Boys	Girls	Total Students	% of Students
135-130	1	0	1	2.8
129-125	1	2	3	8.3
124-120	2	2	4	11.1
119-115	0	5	5	13.9
114-110	8	7	15	41.7
	16	20	36	100%

8TH GRADE GIRLS ASSIST IN POT LUCK PREPARATION



POT LUCK SUPPER

ETHNIC BREAKDOWN BASED ON TEACHER ESTIMATES

Ethnic Group	No. of Students	Class
Mexican-American	21	58.3
Negro	14	38.9
Anglo	1	2.8
	36	100%

Step one in the selections of pupils eligible for Group III was a visit to each "feeder" elementary school by the project coordinator and the testing teacher-counselor. With an opportunity to talk with sixth grade teachers and elementary principals, explaining the project, a stronger articulation climate was established between the elementary and secondary levels. Sixth grade teachers were better able to identify youngsters who could be screened for admission to the project's group. On this initial visit, the Franklin representatives spent about one hour and a half in each school. Subsequent visits were held if an elementary school desired them.

The Budget Committee of the Ford Grant allocated more funds for the TNT program at the close of this first year's TNT program. Some of the funds were to be used for special equipment and supplies not on the standard school budget lists. Other amounts were to be allocated for enrichment experiences for a special summer program and for the project work of the 1960-61 school term.

"Sixth Grade Parents' Conferences" were planned, following the same format of the first conferences. News of the project had reached many of the incoming parents so that some of the tensions and fears of the preceding groups

of parents were not in evidence.

Two forms for the evaluation of group parent conferences had been developed in the San Bernardino Secondary Schools by a city-wide group of teachers and administrators. Franklin began using these forms. From an evaluation team of teachers or administrators from other city schools, an objective analysis of the structure of the group conference could be gained. From the parent questionnaire, Part II of the conference and the TNT program could be studied.[6]

THE SENIOR HIGH SCHOOL ASSISTS

Another step taken by the TNT Committee was to include a senior high school counselor in an advisory capacity to the program. To establish friendly relations with the eighth grade pupils in Group I, the senior high school counselor made periodic visits to the Franklin campus. These visits were designed to place the project pupils under guidance of a single senior high school counselor before they entered senior high school. A strenghtening of positive attitudes toward systematically planning their senior high school work and the discouraging of the tendency to "drop-out" might result from this plan. Another expectation might be the clarification of their peer identity for security and comfort. It was hoped that all three factors would be reflected in the Franklin pupils' achievement in senior high school.

SUMMER SCHOOL DEVELOPS

"We almost missed the importance of having a summer school at Franklin that first year. We were busy carrying out the regular school year's

6 Appendix D, Samples of Survey Forms and Letters Used in TNT Project Page 77

program, and making plans for next year. Earlier in the year we had been given permission to have a class or two on campus in the summer if we could get enough students to attend. But it was only about a month before the close of school that we fully realized how necessary that summer session would be to the TNT students."

Project Testing Counselor

Would the academic progress and the positive attitudes developed during the school year be lost during the long summer vacation? This question now worried the TNT Committee. In an effort to avoid this, summer school classes were planned for the Franklin campus for the two TNT groups. Each group would have a stiff two-hour course in reading improvement, and each group would have a lighter class such as photography. Forty-five of the sixty-two students who were eligible to enter the classes reported the first day and forty-two completed the summer's work. Again trips were carefully planned and woven into the school program. Such experiences included an afternoon's "cook-out" in a public park across town and a visit to the Redlands Bowl. Other trips were taken to college campuses, to the mountains and a lumber mill, and to the Los Angeles area.

The summer session closed with a watermelon feed and "Open House" for parents and students, with more than ninety youngsters and parents in attendance.

TNT STUDENTS AT COMMUNITY CIVIC LIGHT OPERA

CHAPTER IV

FELLOW CITIZENS AS EQUALS

In republican schools, there must be no temptation to the growth of aristocratical prejudices. The pupils must learn to consider themselves as fellow citizens, as equals. Respect ought to be paid, and will always be paid, to virture and talent; but it ought not to be paid to riches, or withheld from poverty. Yet, if the children from these state schools are to go every evening, the one to his wealthy parent's soft carpeted drawing room, and the other to his poor father's or widowed mother's comfortless cabin, will they return the next day as friends and equals? He knows little of human nature who thinks they will.

Robert Dale Owen

TNT was firmly established by the fall of 1960. Franklin had identified its problems, had chosen its pupil groups and

was developing its curriculum. The enthusiasm of the Franklin staff and the TNT Committee for the project was greater than ever. Experience and experiments of the past year had contributed much to the realization of the original objectives of the TNT project set forth in 1959 in the Committee.....

> *"We need (1) to change the self-concept of the pupils, (2) to change their motivational patterns, (3) to enrich and develop their cultural terns and (4) to secure the cooperation and assistance of the parents."*

Pupils had gained some insight into the need for higher scholastic standards through their visits to college campuses and talks with college students. This was reflected in the classroom by their increased attention to class work and by improvement in the quality and quanity of homework. New and higher class standards were established by teachers and by students. Outside negative ethnic peer pressures did not have the general power shown in previous years – although it was still quite noticeable in isolated cases.

> *"When I first went to senior high school I thought all those kids were smarter than me. Look at my English class. They all looked intelligent, but when I started talking to them I found out they weren't any smarter except one - this girl - she's a brain. Like the girl sitting in back of me. On this test we had - I looked at my paper and found I had 18½ wrong, so gosh, I looked at her paper and she had 19½ wrong and I thought she was so smart."*
>
> *Carol Ann - TNT Project*
> *10th Grade*
> *Counseling Session 1961*

"They just seem smarter. You know - they sit up real straight in class and look around. They just act more smarter. Their parents make them act that way. They make them learn. The white folks from _____ School..... they make their kids work harder . . . like . . . I mean they got more will power."

Nathaniel - TNT Project
10th Grade
Grade Counseling Session
1961

COUNSELING TIME INCREASED

Since the central guidance office of the San Bernardino City Schools recognized the need for additional teacher-counselor time for Franklin, three additional counseling hours, supported by NDEA funds, were provided beyond the normal teacher-counselor ratio. These three hours per day gave fifteen additional hours per school week for individual pupil conferences. Many hours of individual and group counseling periods were taped so that counselors, teachers, and project committee members could listen to and learn from recorded material. However, this increased counseling time did not prove to be an unmixed blessing as the total school enrollment had increased to the point where it was difficult to find a place on campus or in one of the counsel-offices for an uninterrupted conference. The special in-service training of the teacher-counselors which had begun two years before was continued. The Supervisor of Guidance and Research offered the TNT counselors additional training by meeting with them personally in regularly scheduled training sessions at the new Counseling In-Service Center at the San

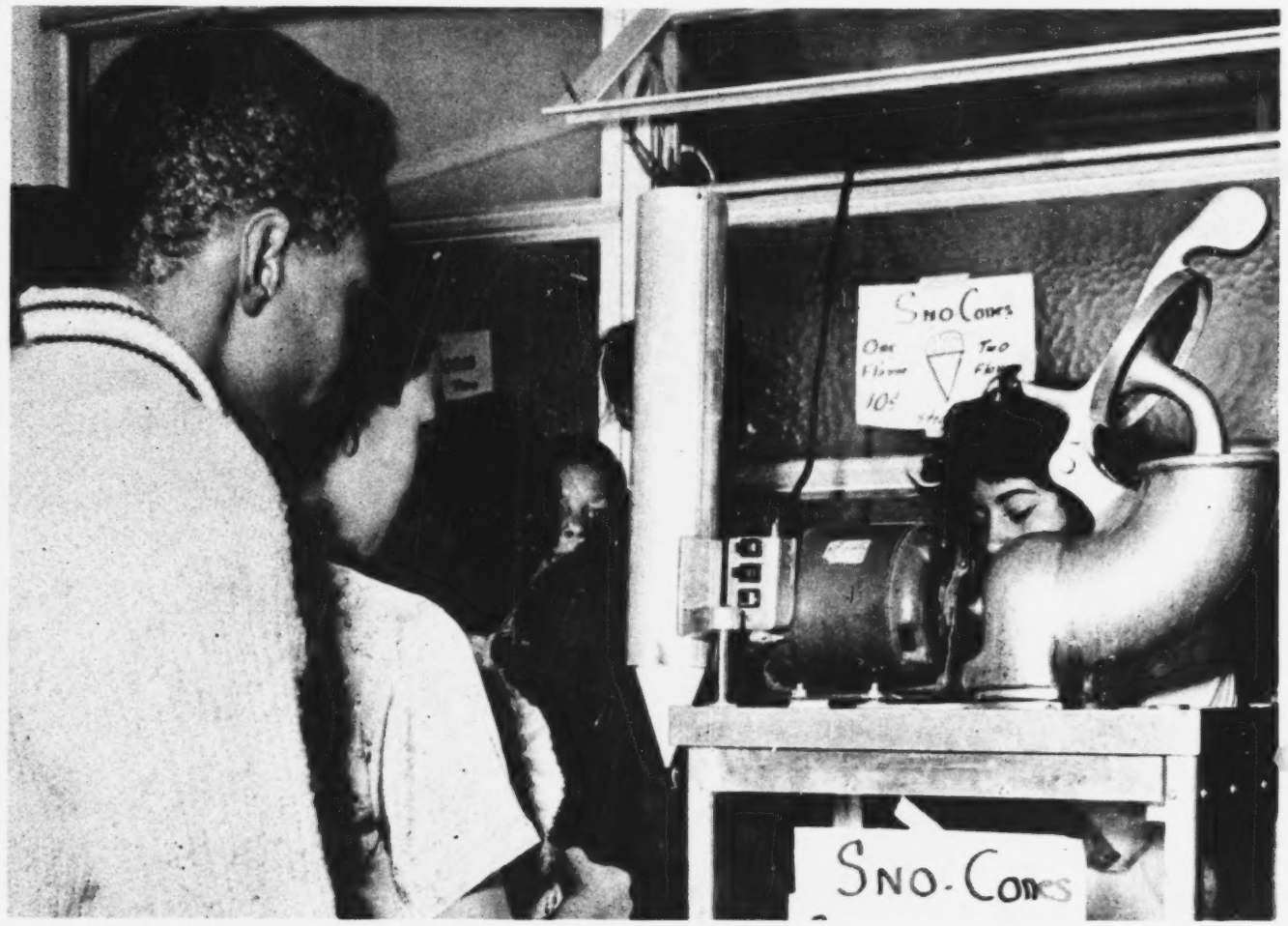
Bernardino High School.

SPECIAL STUDENTS RECEIVE SPECIAL ATTENTION

In October, when Sybil, a very talented seventh grade instrumental music student, was discovered in the school orchestra and her needs could not be met by the school instructor, special arrangements were made to secure instruction for her from a fully qualified celloist in San Bernardino. A local Rotary Club and an anonymous community leader became interested in the Franklin TNT project and generously provided additional funds for private cello lessons for Sybil.

The art department, aware of the ever increasing emphasis being placed on the academic subjects but also keenly interested in the fine arts needs of these talented students, developed a wider art foundation upon which to build future experiences. The physical education teacher checked into the recreational and health needs of these students, as well as into their standard physical education class pattern. One of the results of his work was the development of a special school-sponsored unit in bowling. Part of the instruction was given on the Franklin football field and part at the bowling center five blocks north of the junior high school campus. The bowling center also offered expert instruction to the pupils in the project at reduced rates.

> *"It was fun bowling at the alley. We learned how to walk and roll evenly. We also had the chance to watch others who know more about bowling. It was exciting. I had a wonderful time.*



STUDENTS RAISE MONEY FOR FIELD TRIPS

A DAY ON THE CAMPUS AT THE UNIVERSITY OF REDLANDS

Fellow Citizens As Equals

I'm glad Franklin is my school."

Cecilia - 8th Grade
Group III

In an effort to change some of the current watching and listening habits of Franklin pupils when they chose movies, television and radio programs in the evenings, a series of five outstanding film classics was scheduled for special showing to the TNT groups in the Franklin cafetorium. To make these special evenings more valuable to the pupils, background material for each film was studied in their social living classes. But the planning did not stop here. On two of the evenings, the students served dessert before the picture was shown. On each of the other three evenings one of the groups planned, prepared, and served a simple but complete dinner to all the students present - with dessert provided for any parents who wished to come. The cost of the meal was handled by the students through out-of-class money-raising projects. After-school sales by pupil committees of tacos, pronto pups and snow cones proved popular means of raising student body funds.

WHAT'S IT LIKE TO GO TO COLLEGE?

By this time, Group I had been thoroughly prepared for senior high school orientation. As a climax to the many hours of individual and group counseling, a college visiting day was planned by a group of students at the University of Redlands. On the morning of the visit, the bus load of Franklin pupils arrived on the University campus by 9:00 a.m., where they were met by several college men and women. After introductions were over, hosts and guests

broke into small groups and dispersed over the wide campus where classes were attended, lunch was eaten in The Commons, and tours of the men's and women's dormitories were arranged. In the late afternoon the Franklin pupils relaxed until their bus came. Some visited the student store, the "Dog House," the swimming pool or the University library. This day was unusual in that it was a "regular" college day so that classes visited, meals eaten, and the studying observed in the library were real, and not staged. Most important, this trip was on a student to student basis. The importance of this visiting day became increasingly apparent during the closing months of the school year when individual Franklin students were invited by university students to attend university affairs where there were common interests.

MORE PUPILS IDENTIFIED

This spring, when the Franklin teacher-counselors visited the elementary "feeder" schools, they found enough eligible students to form Group IV. Since the Franklin TNT program had now been in existence for approximately two years, and since it seemed to be so well-known in the local neighborhood district, a new type of first parent conference could be planned. Instead of the many small meetings, one large evening conference was held to explain the Franklin project to the parents of the thirty-two youngsters who were to be enrolled in the new 7th grade class - Group IV.

FIGURE 6
BREAKDOWN OF INTELLIGENCE SCORES - GROUP IV
Lorge-Thorndike Test Level HA

IQ Range	Boys	Girls	Total Students	% of Students
135-130	1	2	3	9.4
129-125	0	1	1	3.1
124-120	4	0	4	12.5
119-115	2	2	4	12.5
114-110	5	5	10	31.3
109-105	3	3	6	18.8
104-100	0	3	3	9.4
99-95	0	1	1	3.1
	15	17	32	100%

ETHNIC BREAKDOWN BASED ON TEACHER ESTIMATES

Ethnic Group	No. of Students	Class
Mexican-American	13	40.6
Negroes	19	59.4
Anglo	0	0.
	32	100%

One or both parents from each family attended. Members of the school staff felt that the high attendance and high interest at the one meeting this spring was evidence of the last two years' work.

Since the summer school offerings of 1960 had been so well received by pupils and parents and had had such a noticeably positive effect upon regular school work, decision was reached by the principal and staff to expand the summer program. Enrollment was to be open to all Franklin pupils who could reasonably profit from enrichment classes. Parent approval was expected before any plans could be finalized. Consequently, the summer school enrollment increased from forty-five to one hundred seventy pupils.

To continue to reinforce the Project, two special summer offerings were included for Group I in the summer program--driver education and world history. Group I pupils had just been promoted to grade 10 in San Bernardino High School and it was believed that these special summer offerings would help them keep their self-confidence and their new self-identification. It was decided also that it would be best to hold the classes the first part of the summer on the Franklin campus. The last three weeks the classes would meet at the high school in the regular room of the teacher selected to teach the group.

These plans were enthusiastically accepted by these courses to their teachers and counselors. The principal of San Bernardino High School concurred with this plan of offering senior high subjects on the pupils' home campus. He cooperatively selected an outstanding high school teacher to undertake the work with the Franklin pupils. It was later decided that the same teacher would offer behind-the-wheel driver training to the students in the afternoons. This gave him an opportunity to meet the parents at each youngster's home.

As the summer school work progressed, Franklin administrators became convinced that the transition from junior to senior high school would be less painful and jarring for the Group I pupils than for many other good Franklin students in the past. By September these pupils would have developed a close relationship with a senior high school campus of three thousand.

Fellow Citizens As Equals

"I knew a lot about the school before because the orientation helped....like when the high school teacher took us around during summer school. Most of the kids are pretty nice. At the beginning they act kinda sedately....then they begin to talk and they're real nice. All kids are nice, I think."

Teresa - TNT Project
10th Grade
Grade Counseling Session
1961

CHAPTER V

A CHILD CANNOT LEARN FROM BOOKS

Now a child cannot learn his mores, social drive, and values - his basic culture - from books. He can learn a particular culture and a particular moral system only from those people who know this behavior, and who exhibit it in frequent relationship with the learner.

Allison Davis

By this time one experience of the Portland, Oregon Schools was also becoming an experience of the Franklin Junior High School. In their research of work being done in other school systems, the Franklin staff learned that one of the most unexpected results of the Portland, Oregon experiment was that after their project work in acceleration had gained a strong basic purpose and understanding, those pupils not directly scheduled for the program began to do better work. Franklin TNT was recognizing now some of this same impact. At the opening of the 1961 Fall term,

one hundred fifty-one 7th, 8th and 9th graders were identified to become active participants - 28 in Grade 10; 32 in Grade 9; 33 in Grade 8; and 64 in Grade 7.

Throughout the entire school more positive attitudes toward school work, extracurricular activities, clubs and parent contacts could be recognized. A sense of belonging, of individual and group worth, and of self-importance was noticeable in classes, on the football field, at the inter-junior high schools' writing clinics, math marathons and science fairs. The minority of one in whom the TNT project staff had placed such faith was gaining new strength throughout the entire student body.

Cumulative records showed that TNT pupils had been compiling strong scholastic records, had won numerous awards and honors in original writing, speech event, athletic meets, science projects, foreign language festivals, mathematics marathons and music contests. Four of the twenty-eight TNT pupils at San Bernardino High School were on the Honor Roll and ranked in the upper 10% of the sophomore class of 950.

Where once the Project pupils had been wistful, uncertain, indifferent or aggressively rebellious toward school, they now appeared interested, alert, attentive and cooperative.

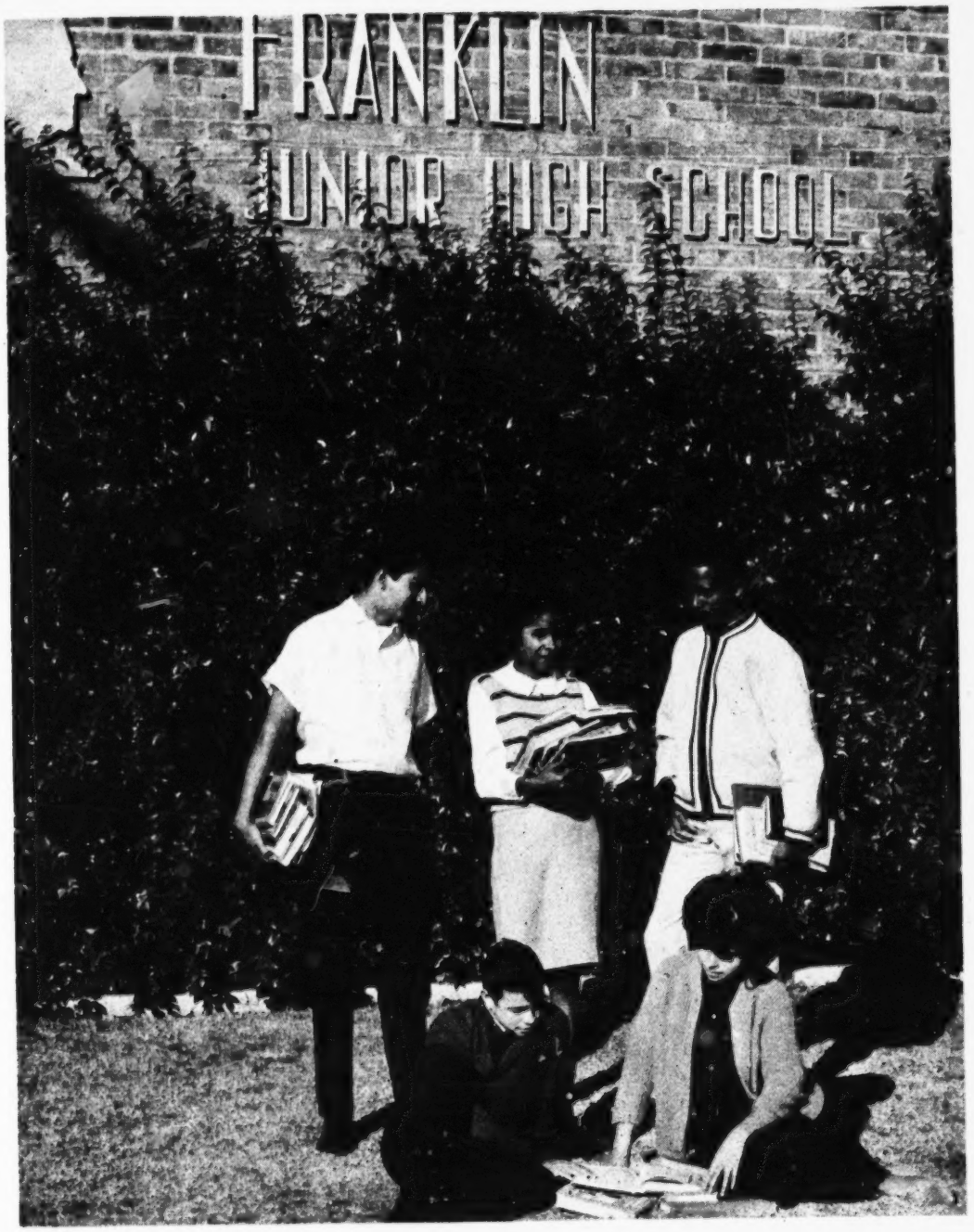
> *"The more the student becomes aware of his own powers, the more he will appreciate his educational experience. In this way objective facts become part of his subjective development."*
>
> *Frederick Mayer, Ph.D.*
> *Professor of Philosophy*

Not only were the Project pupils gaining in self-esteem and self-certainty, but the entire student body was picking up momentum. The 1962 summer school enrollment on the Franklin campus reached three hundred. What a contrast from the forty-five who had "signed up" three years ago! The curriculum offerings were expanded to include typing, modern mathematics, science, and speech for moderns. This summer two high school teachers were needed to care for the increased number of promoted ninth graders.

Some of the highlights of the summer program were the campus visitors invited to talk in groups or individually to the pupils--the mayor, the councilman from the Franklin ward, a space scientist from a technological laboratory, a revered community surgeon, and an Air Force colonel. Here were people who cared--and here were pupils who respected those who cared--a powerful combination. A pupil-planned open house of displays and demonstrations for parents, and an end-of-summer school party for pupils closed the 1961-62 TNT Project.

(2)

FIRST TNT GROUP PREPARES TO GRADUATE FROM SENIOR HIGH SCHOOL


FRANKLIN
JUNIOR HIGH SCHOOL

CHAPTER VI

AS LONG AS THE PROBLEM REMAINS

As long as the problem of the culturally deprived remains unsolved, potentially great scientists, mathematicians, social scientists, linguists, and others with talent will remain undiscovered and waste of human resources will continue.

The Great Cities Improvement Studies Project
Ford Fund for the Advancement of Education

Although the Franklin report is drawing to a close, our TNT project is continuing and expanding. The same careful scrutinization of every pupil's achievement score, intelligence predictions and potentialities is still being conducted.

We have leamed that before TNT, the more capable Franklin pupils had a 31% drop-out from senior high school. Since TNT, the senior high school has established our

drop-out figure at 8.8%. Can we claim that a relationship exists between TNT and a holding power? We hope so. We have learned that the academic records achieved in senior high school have eclipsed all academic records earned by Franklin pupils before TNT.

FIGURE 7
DROP-OUT COMPARISON

Total Students	281 *
Transferred	17
Dropped	82
Graduated	182
% Graduated	69%
% Dropped	31%

* "More capable students" from Franklin Junior High School who had been promoted to Grade 10 from 1953-59.

Total Students	166[1]
Transferred	12
Dropped	7
Graduated	0 †
% Graduated	0
% Dropped from High School or Junior High School (all groups)	4.7
% Dropped from High School (Groups I-II-III)	8.8

1 Total number of "TNT" students (Groups I-V)

† Group I will graduate June 1964

"If I quit school my mother would get mad and my father would get mad - and then I'd get mad and I might go out and get married. But I'm going to college because I just have to!"

Charlotte - TNT Project
10th Grade Counseling Session
1961

> *"If my folks thought I was going to get married - hooeee! Once I told them I was - I was joking - but my Pa, he thought I was serious and he started lecturing. Florence - so and so made a mess of their life and so and so did that. Like to look at the moon? Look at your books. You're not getting married!"*
>
> *Florence - TNT Project*
> *10th Grade Counseling Session*
> *1961*

From forty-five summer school pupils in 1959, utilizing two teachers and two basic enrichment courses, we have expended the Franklin summer school to four hundred sixty-two pupils in 1963, utilizing talents of thirteen teachers and enriching eleven class areas.

Four major conclusions appear to be developing: (1) the gradually developed enrichment program has had a noticeable affect on the total school offerings; (2) the status of pupil self-esteem is rising; (3) there is increased interest in, and more coopération of parents with their neighborhood school and a closer bond between teacher and parent; (4) and there has been a noticeable decrease in the percentage of Franklin student drop-outs at the senior high school level from 31% in 1952 to 8.8% in 1963. In June 1964, the twenty-three pupils remaining in Group I will be graduated from senior high school. A follow-up study is planned for these pupils. Where will they go? What will they become? Did the few seeds of ambition planted by the TNT project germinate and bear fruit? It will be years before we know.

We have not reached all the conclusions or solutions

we want or need. In studying the accumulation of test results, course outlines, enrichment programs, formats of parent meetings, student orientation programs, trip blueprints, elementary-secondary school articulation sessions, purchase orders, supply lists, notes from guest speakers and parent evaluation reports we know we have reached a plateau where we need to re-group to study and improve our project.

WE BELIEVE

When what has been accomplished is analyzed and when what we hoped to accomplish is re-studied, we believe these conclusions to be pertinent to the on-growth of Franklin Junior High School. We believe we must:

1. Keep all channels of information open between the TNT committee and the total school staff, the central office and the Community.
2. Prepare an incubation period for the gradual development of any innovation to the school curricular or extra-curricular program.
3. Keep financial, philosophical, and curricular assistance from outside sources in proper focus in our school so that our TNT project continues to be Franklin Junior High School pupil and school-centered.
4. Continue to analyze all data we have collected and that which is still being collected through testing, surveys, interviews, questionnaires, opinionaires, parent evaluations, etc.
5. Try to gain both qualitative and quantitative infor-

mation to understand better the pupils, parents, and the geographic area being served by Franklin Junior High School.

6. Study parental interests, aspirations and cultural patterns as they apply to the pupils and the school.
7. Direct our efforts to breaking down the artificial barriers that still exist between the elementary-junior high and junior-senior high schools.
8. Identify potentially capable youngsters earlier in the feeder elementary schools.
9. Assist pupils to retain their postive selves, peer identities and high motivational patterns as they continue in their secondary education.
10. Reinforce teacher in-service training programs by sharing our experiences and discoveries.
11. Strive to learn how to stimulate growth in pupils toward "drive" and "standard of accomplishment."
12. Follow our pupils' school records to ascertain how and where we have helped and/or hindered their educational programs.
13. Develop an on-going, depth-wise orientation of Franklin teachers so that TNT changes from a project to a program.

We know what we should do by learning what we should have done. The TNT project, beginning with a minority of one, has exploded into dozens of fragmentary projects that continue to excite San Bernardino and Franklin Junior High School. As long as a minority of one exists, the truth must be sought for that one.

APPENDIX

APPENDIX A

FRANKLIN TNT TESTING PROGRAM

A. ACHIEVEMENT
   1. Stanford achievement Advance JM
   2. Grades (G.P.A.)
   3. Iowa Test of Educational Development (I.T.E.D.)

B. APTITUDE
   1. Differential Aptitude Test (D.A.T.)
   2. Teachers Observations

C. INTELLIGENCE
   1. The Henmon-Nelson Tests of Mental Ability Grades 6-9 Form A
   2. Lorge-Thorndike Level HA
   3. Weschler Intelligence Scale for Children (WISC)

D. VOCATIONAL ASPIRATIONS
   1. Your Educational Plans (YEP)
   2. Incomplete Sentences (TNT Developed Open-ended Projection)

E. VOCATIONAL INTEREST
   1. Strong Vocational Interest Test
   2. Occupational Interest Inventory (O.I.I.)

F. SELF-CONCEPTS-PERSONALITY
   1. Autobiography (TNT Developed)
   2. Describing Yourself. (TNT Developed Objective Check-list)
   3. Rating Yourself (TNT Developed Personal Rating Scale)

INCOMPLETE SENTENCES

Below you will find several sentences which have been started, but which have not been finished. You are to complete each sentence with the first thought that comes to mind which makes sense. Remember, don't try to think of a perfect way to complete the sentences. Use the first ending that comes to mind.

1. Colleges and universities are
2. Finishing high school
3. People similar to me
4. Ten years from now
5. Being a doctor or lawyer
6. Education for women
7. Vocationally speaking, I'll probably
8. My opportunities

AUTOBIOGRAPHY

A. My Background
   1. Where was I born?
   2. Where have I lived?
   3. Where have I gone to school?
   4. What are the most important things that have happened to you up to now?

B. My Family
   1. Who are my family members?
   2. What do they do?
   3. What are they like?
   4. What are we like as a family?
   5. What are the most important things that have happened to your family up to now?

C. My Personality

1. What am I like?
2. What are my hopes and dreams?
3. What are my biggest problems?
4. How do other people see me?
5. What are my best points?
6. What are my weak points?

D. Future

1. What do I want to do in the next 10 years?
2. What do I want to do during my adult life?
3. What are the things that will be the most help in reaching my goals?
4. What are the things which will make it difficult to achieve my goals?

DESCRIBING YOURSELF

It is important for teachers to know how students feel about themselves. You can tell us how you feel about yourself by making a check mark beside those adjectives in the following which describe you. If you feel that any of the adjectives really apply to you, make two check marks in the blank.

well-informed	clever
curious	ambitious
average	energetic
nervous	amusing
popular	critical
studious	responsible
interesting	poised
intelligent	dependable

talented	mature
thoughtful	considerate
witty	sincere
alert	cooperative
systematic	understanding
punctual	patient
neat	enthusiastic
friendly	polite

RATING YOURSELF

Place a check mark on each of the following scales at the point which describes you in relation to other students your age in San Bernardino.

1. Scholastic Ability

Top 10%	Top 25%	75%	Middle 50%	25%	Lowest 25%

2. General Achievement.

3. Reading Ability.

4. Math Ability.

5. Vocabulary Ability.

6. Language Ability.

7. Spelling Ability.

APPENDIX B

TNT FIELD TRIPS

1958-59 Spring

Trip	Location	Classes Involved	No. of Students Taking Trip
San Bernardino Audubon Society-Wild Life Refuge	San Bernardino	Science	21
Pioneer Title Insurance Company	San Bernardino	Social Living	10
"Gaslight" (play)	Redlands	Social Living	6
"Visitor to a Small Planet" (play)	Redlands	Social Living	6
Awards Assembly San Bernardino High School	San Bernardino	Leadership	6

1959-1960

Trip	Location	Classes Involved	No. of Students Taking Trip
City Schools Warehouse	San Bernardino	Mathemetics	28
Audubon Screen Tour	University of Redlands	Science	36
"Diary of Ann Frank" (play)	University of Redlands	Social Living	20
"Our Town" (play)	Pacific High School San Bernardino	Social Living	15
Citrus Experimental Station	University of California Riverside	Science	31
Los Angeles County Museum	Los Angeles	Social Living	54

University of Southern California	Los Angeles	Social Living	54
Inland Science Fair	Riverside	Science	18
Scripps College Art Department	Claremont	Art	18
Huntington Library	San Marino	Art	30
California Institute of Technology	Pasadena	Science	30
County Board of Supervisors	San Bernardino	Leadership	11
City Council of San Bernardino	San Bernardino	Leadership	10
U. of R. College Day	University of Redlands	Social Living	8
School Board	San Bernardino	Leadership	4
Los Angeles Harbor	Wilmington	Science	43
Marineland	Palos Verdes	Science	43
Culligan Soft Water Plant	San Bernardino	Science	28
City Water and Sewage Plant	San Bernardino	Science	28
"Boris Gudonov" (film)	San Bernardino	Music	13
"Romeo and Juliet" (film)	San Bernardino	Social Living	7
County Health Department	San Bernardino	Science	28
Twin Cypress Nurseries	San Bernardino	Science	25
"La Boheme" (film)	San Bernardino	Music	2
"Mikado" (operetta)	Redlands Bowl	Music	42
"The Great Adventure" (film)	San Bernardino	Social Living	62
"Nanook of the North" (film)	San Bernardino	Social Living	62
Los Angeles County Arboretum	Arcadia	Science	30

1960-61

Trip	Location	Classes Involved	No. of Students Taking Trip
"Andersonville Trial"	San Bernardino	Social Living	4
San Bernardino Valley College Art Show	San Bernardino	Art	35
Special Bowling P.E. Classes	San Bernardino	Physical Education	30
"Spirit of St. Louis" (film)	San Bernardino	Social Living	75
Citrus Experimental Station	Riverside	Science	29
"Dial M for Murder" (play)	Redlands	Social Living	40
San Bernardino County Hospital	San Bernardino	Science	7
"Madame Butterfly" (opera)	San Bernardino	Music	20
Univ. of Redlands Concert	University of Redlands	Music	6
Univ. of Redlands Band Concert	Pacific High School		
	San Bernardino	Music	6
Inland Science Fair	San Bernardino	Science	90
La Brea Tar Pits	Los Angeles	Science	75
"Great Expectations" (film)	San Bernardino	Social Living	70
"Goodbye Mr. Chips" (film)	San Bernardino	Social Living	80
All-City Writing Clinic	San Bernardino	Social Living	9
"Gazebo" (play)	Redlands	Social Living	37
Griffith Park Observatory	Los Angeles	Science	75
Occidental College	Eagle Rock	Social Living	49

1961-62

Trip	Location	Classes Involved	No. of Students Taking Trip
Home-O-Rama Show	San Bernardino	Drafting	2
Tandy Leather Co.	San Bernardino	Crafts	11
Claremont College String Orchestra	Claremont	Music	3
"Peter Pan" (musical)	San Bernardino	Music	73
John's Craft Shop	San Bernardino	Crafts	20
Anti-Communist School	San Bernardino	Leadership	38
Perris Hill Pumping Station	San Bernardino	Science	58
Doheney Beach Trip	Orange County	Science	113
Juvenile Hall and Court	San Bernardino	Social Living	16
City Public Library Main Branch	San Bernardino	Social Living	32
Chapel Organ Demonstration	University of Redlands	Music	19
Youth Concert	San Bernardino	Music	12
Pomona College Astronomical Observatory	Pomona	Science	28
"Feast of Lights" Christmas Pageant	University of Redlands	Music	18
Court of Naturalization	San Bernardino	Social Living	17
Opera for Youth (opera)	San Bernardino	Music	15
Olds Musical Instrument Co.	Fullerton	Music	17
"The Critic's Choice" (play)	San Bernardino	Social Living	4
"Johnny Tremain" (film)	San Bernardino	Social Living	88
"Elizabeth the Queen" (play)	San Bernardino	Social Living	5
"The Music Man" (musical)	San Bernardino	Music	5

Long Beach Municipal Band	Long Beach	Music		17

1962-63

Trip	Location	Dep't Involved	No. of Students Taking Trip
"Flower Drum Song" (musical)	San Bernardino	Music	130
"Bye Bye Birdie" (musical)	San Bernardino	Music	120
"Music Man" (musical)	San Bernardino	Music	115

FRANKLIN JUNIOR HIGH SCHOOL
EDUCATIONAL FIELD TRIP SURVEY

NAME_____

DATE _____

GRADE GROUP _____

1. List any interesting trips you have taken with your parents, clubs, or church, in the last three years.

2. List any educational field trips you took while attending elementary school.

3. List any educational field trips you have taken since coming to junior high school.

4. List any educational trips that you feel could be taken that would help you most in your school work.

TNT FIELD TRIP RULES

Keep these trip rules in your notebook.

During the next few months you will be taking many field trips as members of the Training Natural Talent Program. To make these trips successful, the following bus and trips rules are necessary. On all TNT trips, we are interested in your safety, your comfort, your appearance, your conduct and that you have the chance of gaining maximum benefits from the trip. REMEMBER, OUR FIELD TRIPS ARE NOT INTENDED TO BE EXCURSIONS OR SIGHTSEEING TOURS, BUT ARE WELL-PLANNED, PURPOSEFUL, EDUCATIONAL FIELD TRIPS.

The following bus rules will be observed by all members of the TNT Program taking field trips.

A. Before boarding the bus, each student will do the following:
   1. Turn in permission slip.
   2. Arrive on time for the trip.
   3. Board the assigned bus when told.
   4. Leave radios at home or in locker.
   5. Wear proper clothing for trip.

B. While riding on the bus each student will do the following:
   1. Remain in assigned seat during the entire trip.
   2. Refrain from screaming, singing loud, shouting.
   3. Refrain from eating any food or drinking any beverages.
   4. Refrain from fighting, scuffling, romancing.
   5. Keep all parts of the body inside the bus.
   6. Get off the bus only when told.

C. While off the bus, each student will do the following:
   1. Stay with his assigned group.
   2. Board the correct bus when returning.
   3. Cross dangerous streets only with permission or supervision.
   4. Return to the bus when told.

D. After returning from trip, each student will do the following:
   1. Check bus for paper, trash, his own belongings.
   2. Go to the assigned area directly in front of the office.
   3. Stay in the area in front of the office until you have permission to leave.
   4. Go home only with your parents or some other approved adult.

FRANKLIN TNT PROGRAM
FIELD TRIP ORGANIZATION

A. Teacher in Charge of Trip
   1. Rides in lead bus; directs driver when necessary
   2. Orientates teachers and drivers before trip to destination, suggests best routes; selects loading and unloading sites; determines lead bus.
   3. Carries maps, money, first aid kit.
   4. Gives orders for loading and unloading for caravan; supervises lead bus loading and unloading.
   5. Gives all orders for bus caravan
   6. Makes all reports of student behavior; driver irregularities.
   7. Controls students in front section of bus.

B. Assisting teacher on Lead Bus (1)
   1. Rides in back section of lead bus; controls students in back section of bus.
   2. Assists teacher in charge of trip.
   3. Checks bus seating; makes count of students; reports count to teacher in charge.
   4. Assists in loading and unloading students
   5. Keeps bus seating chart.

C. Assisting Teacher on Lead Bus (2)
   1. Rides in middle section of lead bus; controls students in middle section of bus.
   2. Assists teacher in charge of trip.
   3. Assists in recording bus seating chart.
   4. Assists in loading and unloading students.

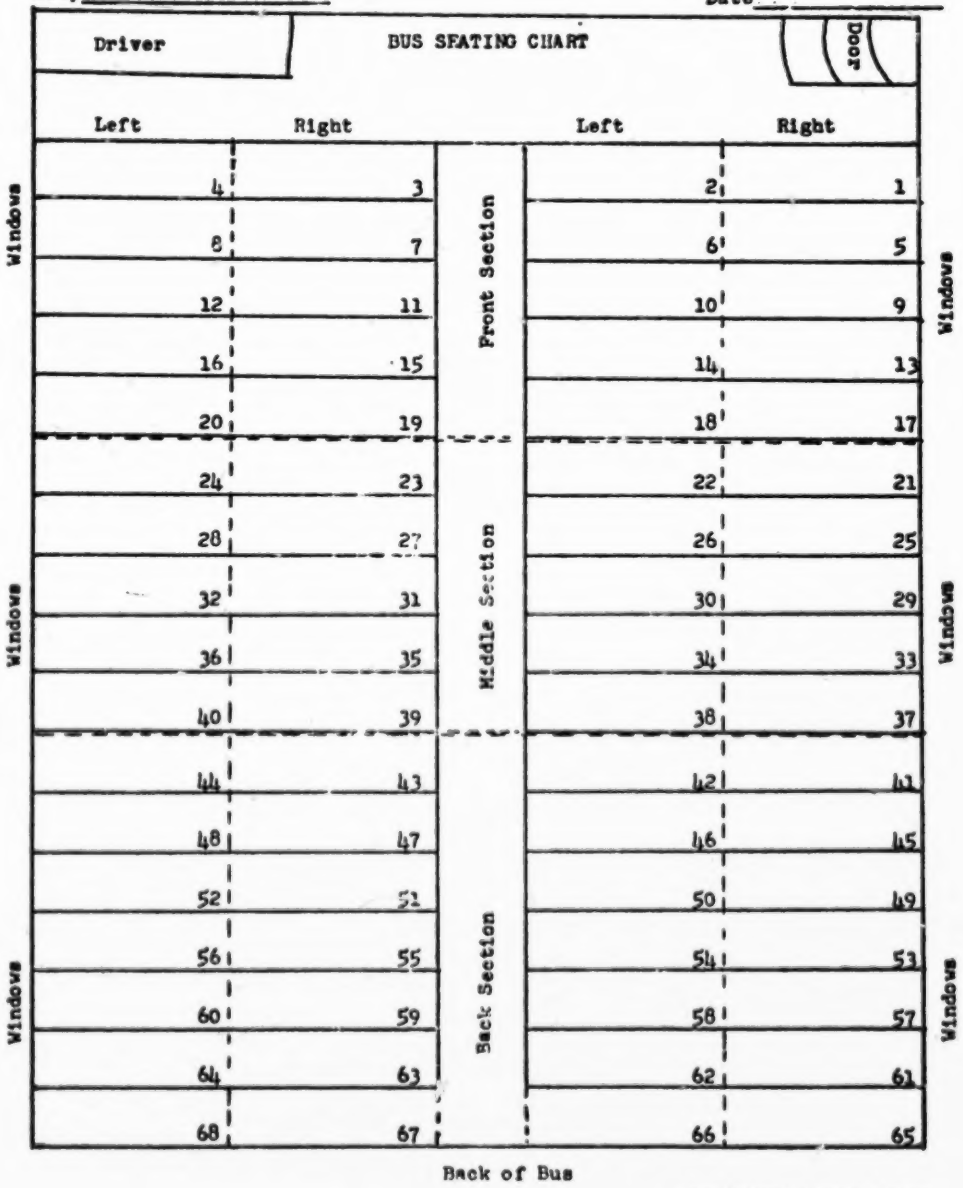
D. Teacher in Charge of Bus Number Two
   1. Rides in front section of bus; follows directions from teacher in charge of lead bus.
   2. Directs loading and unloading of students on second bus.
   3. Checks students from seating chart; reports number of students on second bus to teacher in charge.
   4. Controls students in front section of bus.

E. Assistant Teacher in Second Bus (1)
   1. Rides in back section of lead bus; controls students in back section of bus.
   2. Assists teacher in charge of trip.
   3. Checks bus seating; makes count of students; reports count ot teacher in charge.
   4. Assists in loading and unloading students.
   5. Keeps bus seating chart.

FRANKLIN JUNIOR HIGH SCHOOL

Trip_____ Date_____

BUS SEATING CHART



Cover designed by Evelyn Gathings
Printed by San Bernardino City Schools

F. Assistant Teacher in Second Bus (2)

1. Rides in middle section of lead bus; controls students in middle section of bus.
2. Assists teacher in charge of trip.
3. Assists in recording bus seating chart.
4. Assists in loading and unloading students.

PROJECT TNT FIELD TRIP EVALUATION

1. Pre-view trip with leader.
   a. Check with guide and institution
   b. Outline needs of group on trip.
   c. Check on possible dangers or hazards
2. Social Living Aspects.
   a. Conduct
   b. "Thank you" notes
   c. Clothing
3. Points to observe
   a. Stragglers
   b. General interest of group questions, attention, etc.
   c. Group made welcome?
   d. Guide's language and/or approach
   e. Guide influence or direct attention to vocations
   f. Literature or samples available for students
   g. Physical set-up (added after meetings)
      (1) Group too large
          Could all see
          Could all hear
          Could all ask
      (2) What would be best size for this trip

4. Trip follow-up
   a. Varies according to subject
      (1) Application to vocation
      (b) Application to subject
5. The Library
      (1) Vocational information
      (2) Subject matter

6. Remarks:

FRANKLIN JUNIOR HIGH SCHOOL T.N.T.
FIELD TRIP QUESTIONNAIRE

Name _____
Date _____
Grade _____

A. Please put a check (x) mark in the column that best expresses your opinion of the educational value of the trip you took last week.

Outstanding	Above Average	Average	Below Average

B. Tell briefly, if you scored this trip above average or outstanding, how this trip helped you in your education.

C. Tell briefly, if you scored this trip average or below average, how this trip was of little help in your education.

D. Tell briefly what we could have done to improve the trip. What changes would you have made?

E. Tell briefly one outstanding thing you did or saw on the trip that gave you a better understanding of science.

APPENDIX C

PERSONAL DATA SUMMARY
FOR GROUPS I THROUGH IV

TOTAL STUDENTS	130		
BIRTHPLACE	**Number**		**%**
South	7		5.2
Southwest	11		8.3
East	5		3.7
Central	11		8.3
West	2		1.5
California	90		70.0
Mexico	4		3.0
NUMBER OF SCHOOLS ATTENDED OTHER THAN FRANKLIN			
1	24		18.5
2	55		42.4
3	30		23.1
4	12		9.2
5	5		3.8
6	2		1.5
7	2		1.5
FATHER LIVING	**Yes**	**Unknown**	**No**
	95.5%	.7%	3.8%
MOTHER LIVING	**Yes**		**No**
	97%		3%
MARITAL STATUS OF PARENTS			%
Still Married	97		74.7
Divorced	10		7.7
Separated	14		10.7
Parent (s) Deceased	9		6.9

	Number	%
FATHER'S PLACE OF EMPLOYMENT		
Norton	18	13.8
Kaiser	12	9.2
Santa Fe	28	21.6
Other	58	44.7
Unknown	9	6.9
FATHER'S EMPLOYMENT		
Professional - Managerial	3	2.3
Clerical	7	5.3
Skilled	25	19.3
Semi-skilled	39	30.1
Non-skilled	32	24.7
None	4	3.0
Unknown	20	15.3
MOTHER'S EMPLOYMENT		
Professional-Managerial	2	1.5
Clerical	11	8.5
Skilled	3	2.3
Semi-skilled	10	7.7
Non-skilled	5	3.8
Housewife	94	72.4
Unknown	5	3.8
FATHER'S BIRTHPLACE		
South	29	22.4
Southwest	28	21.6
East	4	3.0
Central	11	8.4
West	15	11.5
California	21	16.2

	Number	%
Mexico	18	13.9
Other	4	3.0
MOTHER'S BIRTHPLACE		
South	28	21.6
Southwest	21	16.2
East	6	4.6
Central	15	11.5
West	11	8.5
California	33	25.3
Mexico	13	10.0
Other	3	2.3
HIGHEST GRADE IN SCHOOL BY FATHER		
1-6	18	13.9
7-9	24	18.5
10-12	53	40.8
Junior College	4	3.0
College	9	6.9
None	8	6.1
Unknown	14	10.8
HIGHEST GRADE IN SCHOOL BY MOTHER		
1-6	6	4.6
7-9	32	24.7
10-12	65	50.0
Junior College	6	4.6
College	11	8.5
None	2	1.5
Unknown	8	6.1
TRAINING OF FATHER OTHER THAN REGULAR FORMAL EDUCATION		
Trade School	7	5.3

	Number	%
Special Training	19	14.7
None	98	75.4
Unknown	6	4.6
TRAINING OF MOTHER OTHER THAN REGULAR FORMAL EDUCATION		
Trade School	7	5.3
Special Training	22	17.0
None	95	73.1
Unknown	6	4.6
NUMBER OF OLDER BROTHERS		
0	71	54.7
1	31	23.9
2	14	10.8
3	6	4.7
4	5	3.8
5	1	.7
6	1	.7
9 or More	1	.7
NUMBER OF OLDER SISTERS		
0	65	50.0
1	33	25.4
2	19	14.8
3	6	4.6
4	0	0
5	2	1.5
6	4	3.0
9 or More	1	.7
NUMBER OF YOUNGER BROTHERS		
0	43	33.1
1	49	37.7
2.	23	17.7

	Number	%
3	11	8.5
4	4	3.0
NUMBER OF YOUNGER SISTERS		
0	46	35.4
1	47	36.2
2	28	21.6
3	7	5.4
4	1	.7
5	0	0
6	1	.7
OLDER BROTHERS LIVING IN STUDENT'S HOME		
0	89	68.6
1	32	24.7
2	4	3.0
3	2	1.5
4	2	1.5
9 or More	1	.7
GRANDPARENTS LIVING IN STUDENT'S HOME		
Yes	9	6.9
No	121	93.1
OTHER RELATIVES LIVING IN STUDENT'S HOME		
Yes	29	22.3
No	101	77.7
BOARDERS LIVING IN STUDENT'S HOME		
Yes	5	3.8
No	125	96.2
OTHERS LIVING IN STUDENT'S HOME		
Yes	3	2.3
No	127	97.7

HOW MANY HOMES LIVED IN	Pupils	%
1	81	62.4
2	34	26.2
3	9	7.0
4	1	.7
5	2	1.6
6	1	.7
7	1	.7
9 or More	1	.7
HOW MANY TOWNS LIVED IN		**%**
1	61	47.0
2	33	25.4
3	18	13.9
4	11	8.4
5	2	1.6
6	0	.0
7	3	2.3
8	1	.7
9 or More	1	.7

APPENDIX D

THE COST OF THE FRANKLIN TNT PROJECT

FORD GRANT TO TNT PROJECT

November 1959	$1,000.00
December 1959	2,300.00
June 1961	1,785.00
November 1961	2,618.85
TOTAL FUNDS	11, 428.85

EXPENDITURES 1959-1963

Equipment, supplies, instructional materials		5,935.05
Educational Trips		2,830.17
Salaries		
a. Clerical	703.26	
b. Counseling	1,802.00	
c. Testing	63.00	
d. Library	95.37	2,663.63
TOTAL EXPENDITURES		$11,428.85

APPENDIX E

SAMPLES OF SURVEY FORMS AND LETTERS USED IN TNT PROJECT

FRANKLIN JUNIOR HIGH SCHOOL

Dear Parents or Guardian:

It is very gratifying to learn that your family will attend the 8A1 Class Potluck Dinner that will be held Thursday, April 7. Your son/daughter has notified us that there will be _____persons in your family group.

We are asking that your family bring _____

_____

to the potluck dinner. We will begin eating at 6p.m., but we would appreciate your being here at 5:45p.m. to allow 15 minutes prior to eating for serving and for setting up the serving tables. We are also asking you to please bring enough service for the members of your family and a serving utensil with which to serve the food that you will bring.

Following our dinner, colored slides of your children (with a tape narration) will be shown. These slides will review the activities of the 8A1 class during the 1959-69 school year. We will also provide at the same time comedy cartoons for the smaller children in room F-1.

We are sure that this will be an enjoyable evening and that you will especially enjoy seeing slides of your children. We are looking forward to seeing you for a pleasant gathering.

Thank you sincerely for you co-operation.

Sincerely yours,

Project Coordinator

PERSONAL DATA FORM

Date_____

To the student: The information requested on this form is important. We need it to help you get the most out of school and to help you make educational and vocational plans. The information is confidential. This form will go in your folder and will be seen only by the faculty. Please complete each item.

* * * * * * * * * * * * *

Identification

1. Name_____
   Last First Middle
2. Address_____
   Number Street Town
3. Age_____ 4. Birthday_____
   Years Month Mo. day year
5. Place of Birth_____
   Town State
6. How many years have you lived in San Bernardino?
   _____
7. How many elementary schools did you attend?
   _____
8. How many different towns have you lived in?
   _____

About your Family

9. Father's name_____
10. Mother's name_____
11. Name of Guardian_____
12. Father living? Yes____ No____
    Year of death_____

13. Mother living? Yes____ No____
    Year of death_____
14. Parents still married? ____ Divorced?____
    Parents separated?_____
    Father re-married?_____
    Mother re-married?_____
15. Father's home address _____
16. Father's firm or employer
    _____
17. Father's title, position, or nature of work
    _____
18. Mother's present occupation_____
19. Mother's occupation before marriage_____
    _____
20. Mother's birthday _____
21. Highest grade in school completed by father_____
22. Highest grade in school completed by mother_____
23. List any special training of parents_____
24. How many older brothers do you have? _____
25. How many older sisters do you have? _____
26. How many younger brothers do you have? _____
27. How many younger sisters do you have? _____

Check the people who live in your house.

28. Mother____ 32. Older sisters____ 36. Boarders_____
29. Father____ 33. Older brothers____ 37. Others:_____
30. Stepmother_____
    34. Grandparents_____ _____
31. Stepfather_____ _____
    35. Other relatives_____
38. How many houses have you lived in during the last three years?_____

About you

39. Please list your hobbies and other leisure time activities. _____

_____

_____

40. What type of books or articles interest you? (fiction, biography, scientific, etc.) _____

_____

_____

41. What magazines do you read most frequently? _____

_____

42. What type of training have you considered beyond high school? _____

_____

_____

43. Why do you plan to go to high school? (Check as many as necessary or explain below.)

____To get a liberal or general education.

____To prepare for a vocation.

____To be with old school friends.

____To make friends and helpful connections.

____For social enjoyment

____To get a diploma.

____There is less chance of getting a job without further training.

____To please parents or friends.

____Family tradition.

____To learn more of certain subjects.

____It is the "thing to do."

____Foregone conclusion; I never questioned why.

____Will enable me to make more money.

You as an Adult

44. List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

48. What is your present vocational choice? _____

_____

49. When did you make this choice? (Give the grade you were in). _____

50. We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. (If you need more room, use the other side of this paper.)

_____

_____

_____

53. Who influenced you most in making this occupational choice? (Check one)

____Parent ____Teacher ____Friend

____Priest-Minister ____Brother-Sister

54. How certain are you that this occupation you have specified is the one you really want to prepare for? (Check one)

Very certain ____Uncertain ____Very Questionable ____

55. How much information have you about the requirements of the vocation you are choosing? (Check one)

None ____Some ____Extensive ____

56. What vocation do your parents want you to follow?

_____

_____

57. Why? _____

§ § § § § § §

FRANKLIN JUNIOR HIGH SCHOOL
SUMMER SESSION CLASSES

Student Questionnaire - Summary

The summer classes held at Franklin this year were again an experiment. We need to know whether we should plan classes for next summer – whether there should be more or different ones offered. You, as a student this summer, can help by giving us your best thinking and helping us find the right answers to our questions. Don't put down what you think we want you to answer, but put down what you honest-

ly believe. In this way, you can help yourself, and others, to have a better school.

I. Trips - Part of our over-all summer program was the "planned" trip. It was an expensive undertaking. Please help us decide whether it was worthwhile.

A. Please put a check (✓) mark in the column that best expresses your opinion of the educational value of the trips you took this summer.

Trip	Above average	Average	Below average	Didn't take trip
1.				
2.				
3.				

B Tell briefly why you feel the trips you scored highest helped you the most.

C. Tell briefly why you feel the trips you scored lowest were of little help.

D. What trips would you suggest we plan for next summer?

Trip	Reason for taking this trip
1.	
2.	
3.	
4.	
5.	

E. Please tell briefly if you favor (1) more, (2) fewer, or (3) no trips for next summer. Give reasons for your answer.

II. Classes

A. Besides the two classes you took this summer - what classes would you like to see offered at Franklin next summer?

1. _____
2. _____
3. _____
4. _____
5. _____

B. What class did you take first period (8:00-10:00 a.m. this summer?

_____

1. How has it helped you?
2. What changes would you suggest in it for next summer?

C. What class did you take second period (10:00-12:00) this summer?

_____

1. How has it helped you?
2. What changes would you suggest in it for next summer?
3. What class do you wish we had offered this this summer?

_____

4. How would it have helped you?

III. General

A. Give the reason why you felt it was important for

you to attend summer school.

B. In what respect has summer school been different from regular school?

C. If summer school had been held at Arrowview only, would you have attended? _____.

D. Was the closeness of Franklin a deciding factor for you in attending summer school? _____

E. Do you know of any other Franklin students who would have like to have attended our classes this summer? _____ How many? _____

F. Because the school library has been open for the summer, has it helped you in your summertime reading? _____

G. Do you plan to attend summer school next year? _____

H. How have your parents felt about summer school?

I. What are some things we could do next year to make summer school better?

Sample Letter To Parents:

FRANKLIN JUNIOR HIGH SCHOOL
San Bernardino, California

Mrs. Isabel Gomez
9042 Allmont Street
San Bernardino, Calif.

Dear Mrs. Gomez:

I am sure that you are aware that we are constantly trying to make Franklin a better junior high school. At the pre-

sent time, we would like to work with a few parents in making long-time educational plans for their youngsters for the future. If we are successful with this small group, we can then try a similar program with a larger group of parents.

We have selected Pauline to be one of the students in the study we plan to make during the next five years. Mr. John Gathings, your daughter's social living teacher, will serve as the faculty representative.

In order for any plan of this nature to be successful, it is important that the teachers work closely with the parents. Therefore, we would like very much to have a visit with you on this Wednesday evening, December 9 at 7:30 p.m. There are five other families that we are asking to meet at the same time. If you can attend this conference, may we receive your answer by tomorrow morning. If you cannot attend this meeting, would you indicate a day and a time convenient for you and we will have you meet with us at another date.

I certainly hope that you will be able to be with us as I think it will mean a lot to Pauline as well as being helpful to the rest of us.

Sincerely yours,

Principal

RATING SCALE FOR EVALUATING PARENT GROUP MEETINGS

Rate items by following scale:

1. More than adequate
2. Adequate
3. Inadequate

I. Enivronment and Facilities

_____A. Sufficient seating *(enough seats were available to accommodate all present)*

_____B. Seating arrangement *(seats were arranged so as to permit audience to see speakers and encourage participa-*

tion in discussion, if this was the intent of the program)

_____C. Audio facilities *(arrangements were made so that all present could hear speakers)*

_____D. Ventilation and lighting *(room temperature was comfortable and lighting sufficient to the extent of not detracting from the program)*

_____E. Atmosphere *(special attention was given to physical surroundings)*

_____F. Speaker *(selected with qualifications for the particular job)*

[ ] Sub Total

II. Rapport

_____A. Introductory comments *(efforts were made to make the group feel at ease and gain their interest)*

_____B. Explanation of purpose *(the purpose of the meeting was thoroughly stated in appropriate terminology)*

_____C. Outline of meeting *(the procedure of the meeting was outlined)*

_____D. Personnel *(all participants were introduced and their roles for the evening were defined)*

[ ] Sub Total

III. Materials

_____A. Appropriate *(materials used were pertinent to the content of the meeting)*

_____B. Sufficient number *(materials used were available in sufficient numbers)*

_____C. Materials selected were interesting and within the scope of understanding of persons in attendance.

[ ] Sub Total

IV. Appropriateness of the Meeting

_____A. The persons in attendance were those who were concerned.

_____B. The subject matter discussed was the type which should be discussed with the persons in attendance.

_____C. The meeting was scheduled at the proper time of the school year.

[ ] Sub Total

___ TOTAL

DO NOT GRADE THESE LAST TWO AREAS. MERELY MAKE THE APPROPRIATE COMMENTS:

I. Invitation *(telephone call, home call, written)*
COMMENTS:

II. Attendance

a. Number of invitations sent_____ d. Mothers_____
b. Number attending_____ e. Students_____
c. Fathers _____

EVALUATION OF PARENT GROUP MEETINGS

Do not mark in this column

Directions: Please complete each of the following items. All answers will be kept confidential. With your assistance, we can develop meetings which are more helpful and valuable to you. Do not sign this form. Circle your response to each item.

_____1. I am a mother, father, or other. *(Circle one)*
_____2. My child is in grade 7, 8, 9, 10, 11, 12. *(Circle one or more)*
_____3. I could see the speakers and any materials presented. *Yes No*
_____4. I could hear each speaker. *Yes No*
_____5. The Chairmen gained my interest at the beginning of the meeting. *Yes No*
_____6. The purposes of the meeting were clear. *Yes No.*
_____7. The procedure of the meeting was made clear. *Yes No.*
_____8. All speakers were properly introduced and their roles in the meeting were explained. *Yes No*
_____9. I understood any printed materials which were used. *Yes No*
_____10. I understood the invitation. *Yes No*
_____11. The meeting included the topics stated in the invitation. *Yes No*
_____12. The meeting provided the information I wanted. *Yes No*
_____13. I had a satisfactory opportunity to ask specific questions. *Yes No*

COMMENTS:

APPENDIX F

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